

THE USE OF TRANSACTIONAL ANALYSIS
IN PROJECT MANAGEMENT ORGANIZATIONS

Gordon Lee Skaar

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THESIS

THE USE OF TRANSACTIONAL ANALYSIS
IN PROJECT MANAGEMENT ORGANIZATIONS

by

Gordon Lee Skaar

June 1975

Thesis Advisor:

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The Use of Transactional Analysis
in Project Management Organizations

by

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Lieutenant, United States Navy
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I. INTRODUCTION

A. REVIEW OF BUREAUCRACY

The complexity of dealing with large organizations, specifically bureaucracies, is reflected in the diverse approaches to the study of organizations. Max Weber's bureaucratic model is often considered the baseline by social scientists and writers. Basic to Weber's concepts was a view of rational - legal authority. This authority belonged to the office, not the individual. It followed, that the office must be filled by the most competent applicant.

In the case of legal authority, obedience is owed to the legally established impersonal order. It extends to the persons exercising the authority of office under it only by virtue of the formal legality of their commands and only within the scope of the authority of the office. [Ref. 1, pp. 368]

Weber saw bureaucracy as the most effective means for the administration of large organizations in society.

Merton, Selznick, and Goullder, among others, have evaluated the Weber model and suggested that it does describe an ideal type in terms of formal relationships. However, it ignores behavioral factors that are detrimental to organizational effectiveness.

In his Social Theory and Social Functions [Ref. 2], Merton elaborates on the detriments to efficiency inherent in the operation of a bureaucracy. He proposes that the top hierarchy imposes a demand for control on the organization in

the form of increased emphasis on the reliability of behavior, i.e., representing a need for accountability and predictability of behavior. Control is sought by institution of standard operating procedures and by ensuring that procedures are followed.

The consequences, as Merton sees them, are a reduction in personalized relationships (organization members are viewed not as individuals but as possessors of positions), an increase in the internalization of rules (procedures take on the positive values initially accruing to the goals they were designed to achieve), and a narrowing of the range within which decisions are made (categories for thinking through a problem are decreased). In turn and as a result, behavior becomes more rigid, an intense esprit de corps develops, and a propensity to defend organization members from outside attack is increased.

The next result within the organization is a high degree of reliability, maximized defensibility of behavior, and a reduced effectiveness in dealing with extraorganization individuals and groups (e.g., customers). Since part of the system is maintained by these techniques, there is a continuing pressure to reinforce the same techniques. Even customer dissatisfaction and resultant complaints serve to redouble efforts to maintain control. The system is circular.

A number of social scientists have suggested that bureaucracy is a condition that exists along a continuum rather than being in an absolute sense either present or absent.

Six dimensions to measure bureaucratization were presented by Hall:

(1) a division of labor based upon functional specialization, (2) a well-defined hierarchy of authority, (3) a system of rules covering the rights and duties of positional incumbents, (4) a system of procedures for dealing with work situations, (5) impersonality of interpersonal relations, and (6) promotion and selection for employment based upon technical competence. [Ref. 3, p. 33]

These dimensions describe the degree of bureaucratization.

Three of these dimensions, (3), (4), and (5), will be critical to this thesis as pointed out later in this chapter.

The preceding samples of approaches to bureaucracy are given to provide background and credibility to the following caveat offered by Mouzeliz.

The greater the autonomy between the system and the subsystem, the greater the probability of going astray by jumping from one level to the next without paying attention to the emergencies of new system problems which cannot be understood on the subsystem level.

It is worth insisting on this point because of on the one hand reductionism makes things look simpler (by ignoring the complexities arising out of the multiplicity of levels of analysis), on the other hand and in another sense, it makes them look hopelessly complicated. [Ref. 4, p. 172]

B. THE ACQUISITION ORGANIZATION AND BUREAUCRACY

Specific examples of a bureaucracy are found in the Weapon System Acquisition Program Offices of the Navy. In these offices the role of the Program Manager lies within the larger organization of the Naval institution. At the top of the structure is the Office of the Chief of Naval Operations (CNO). Within this office is the responsibility for the priority of needs for the operational forces. Subordinate to CNO is the Chief of Naval Material (CNM). CNM represents the producer to CNO.

Within the CNM organization a further breakdown into product types is represented by the hardware system commands.

The Ship, Electronic, and Air Systems Commands lie three levels of hierarchy below the top; that is, below CNO. It is at the systems command that the Program Manager interfaces outside the organization with the various defense contractors.

Within any designated program there are five definite entities involved: the Program Manager, the Procuring Contract Officer, the Administrative Contract Officer, the Functional Groups, and the Contractor. A brief description of the individual roles follows.

Program Manager. The Program Manager is selected shortly after a program has been designated a Major Program. With the selection comes a Program Charter, wherein the authority and scope of the program office is delineated. The Program Manager's responsibilities include fiscal, schedule, and performance accountability. His position in the Systems Command, both geographically and authoritatively, preclude direct control over these three areas of accountability. To maintain his currency, he relies on reports from the other four groups involved. His legal direction, in a business sense, must go through the Procuring Contract Officer. His day-to-day contact with the contractor is through the Administrative Contract Officer, and his technical dialogue is via the various Functioning Groups of his particular Systems Command.

Procuring Contract Officer. Collocated with the Program Manager at the Systems Command Headquarters is the Procuring Contract Officer. It is his responsibility to insure complete legality of the contract and any changes to the contract. He literally signs the contract and holds a warrant granting him, only, authority to change the contract. In the matrix organization of the Systems Commands each Procuring Contract Officer has many programs.

Administrative Contract Officer. Located in the general vicinity of the Contractor is the Administrative Contract Officer. He must implement the clauses of the contract and keep in daily contact with the Contractor. He also must project to the Contractor the present acquisition policies and practices of the procuring agency. He is in all respects a key "linking pin" between the Contractor and the procuring agency.

Functional Groups. Technical advice for the Program Manager comes from the Functional Groups of the Systems Command. These groups are divided according to hardware specialty such as avionics, antennas, power plants, etc.; or service areas such as logistic support and training. They provide technical opinions to aid the Program Manager to evaluate proposals, select contractors, and approve changes.

In the formal organization of a particular Systems Command, the Functional Groups are in separate vertical groups from the Program Manager. Rarely, as was the case with the Procuring Contract Officer, are the Functional Groups dedicated to a single program. The Program Manager's charter allows him to

task the various Functional Groups; however, they still must be responsible to their vertical chain of command for priorities.

The Contractor. Until the contract is let, the Contractor is totally outside the procuring organization. Once under the contract, the Contractor is tied into the formal procuring organization by the clauses of the contract. The clauses vary from contract to contract, but each contract delineates the expectations of the government and the responsibilities of the Contractor.

These relationships are subject to individual implementation which can present problems based on the Bureaucratic nature of the organization. The framework of the organization rates high on all six of the Hall's Bureaucratic Dimensions. Dimensions Three, Four and Five ((3) a system of rules covering the rights and duties of positional incumbents, (4) a system of procedures for dealing with work situations, (5) impersonality of interpersonal relations) set the scene for problem areas predicted by both Merton and Mouzelis.

Merton saw "procedures taking on positive values initially accruing to the goals they were designed to achieve."

And Mouzelis saw a displacement of goals:

Individuals have goals of their own which do not always coincide with organisational (sic) goals. More precisely, from the point of individual members, organisational (sic) goals are simply the means through which individuals may achieve their private goals (the same can be said about the particular goals of various groupings within the larger organizations). [Ref. 4, p. 59]

How then can the Program Manager cope with these apparent "built-in" problem areas? The typical background of a Program Manager would not normally include the broad background in

organizational theory of a Social Scientist, nor would it be practical for him to do in depth organizational analysis. The Program Manager must be able to identify the areas of his program where the problems exist and rectify the problem areas in a timely manner.

A popular new field has appeared in individual psychological therapy: Transactional Analysis. In Transactional Analysis the in-depth theory and determinants of individual behavior take second precedence to the nature of the real-time interactions between individuals. Perhaps, then, the same principles can find amplification in the problem areas of interaction between the elements of the organization.

C. TRANSACTIONAL ANALYSIS AND THE ACQUISITION ORGANIZATION

At first glance, the Navy System Acquisition Organization as a formal institution is far removed from the loose fellowship of a Transactional Analysis group. However, the organizational roles are filled by people with the same problems of communication, self-image, and motivation as the members of a Transactional Analysis group. The formality of the Acquisition Organization serves only to place a framework around the roles of the organization and provide guidelines for interrelationships.

The scope of the Acquisition Organization ranges from the United States Codes of Law to the socioeconomic interfaces between defense contractors and the communities they reside in. Central to the overall process is the office of the Program Manager. Through complex procedures of planning,

programming, and budgeting, he acts as a producer for operational Navy's needs, and as a consumer for the defense industry's product.

As the producer, the Program Manager is involved in defining needs and in competing for resources to fill those needs. The competition for resources involves a formal exchange of documents and numerous reviews. The outcome of such competition is greatly influenced by personal transactions in the act of selling the program within the Navy.

As the consumer, the Program Manager must perform under the guidelines of a business contract complicated by the details of the Armed Services Procurement Regulations (ASPR). The complexity of the act, the remoteness of the contractor's plant, and other factors often produce conflicts for the Program Manager. These conflicts are resolved through personal transactions between the Program Manager, other in the Navy Procurement Organization, and the contractor.

The formal procedures of both producer and consumer are documented in law, directives, and regulations. The guidelines for day-to-day informal transactions have in general been left to interpretation by the participants who perform in their various organizational roles. Transactional Analysis can provide the means to read between the lines of the formal guide books and to generate the vocabulary to describe the today situation. Without delving deep into Bureaucratic Models and Organizational Theory, Transactional Analysis can pinpoint problem roles within an organization and provide

direction for realignment of misdirected transactions. As an aid, a working tool, it can give the Program Manager insight into his organization which will enable him to exploit counter-productive organizational elements.

D. THE OBJECTIVES OF THIS THESIS

This thesis will present a brief description of Transactional Analysis and review the basic models of "games." After a brief review, some basic models will be applied to certain roles in the acquisition organization.

While Transactional Analysis is therapeutic, this thesis will be diagnostic in analyzing the roles within the organization. Emphasis will be on recognition of the type of transaction and the nature of the ensuing game or games. Analysis of the individual's role rather than the individual is of prime consideration. Data on their psychological experience would not surface for the reader as it would in a group therapy session.

This thesis does not attempt to identify all situations in which Transactional Analysis might be applied. However, it will indicate that "games" are played and suggest guidelines for greater recognition and understanding of them by managers in organizations. Such guidelines have great potential for improving operations and increasing organizational effectiveness.

Outside the scope of this thesis is any detailed analysis of specific organizational problem areas in existing or past

situations. Studies of the types, frequency, and locale in which these situations occur and remedial action which would be indicated by using Transactional Analysis have unlimited potential for improving organizational relationships, and are offered as an area for further study.

II. REVIEW OF TRANSACTIONAL ANALYSIS

A. HISTORY OF TRANSACTIONAL ANALYSIS

During the late 1950s, Eric Berne developed the basic principles of Transactional Analysis. He worked with a small seminar group of therapists. Their evening seminars became the San Francisco Social Psychiatry Seminars, Inc.. Berne published many of his basic principles in the "Transactional Analysis Bulletin." Berne published in layman's language. This, together with the low expense of group sessions has helped keep Transactional Analysis available as a therapy for the people.

The popularity of Transactional Analysis gained momentum with Berne's publishing of Transactional Analysis in Psychotherapy in 1961. He followed this with The Structure and Dynamics of Groups. It was not until 1964 and the publishing of Game People Play that Berne received national recognition.

When the International Transactional Analysis Association (ITAA) was formed, David Kupfer became president. He developed many of Transactional Analysis' clinical techniques and helped organize Transactional Analysis' teaching programs.

The most recent addition to popular Transactional Analysis literature is Dr. Thomas A. Harris' I'm OK-Your're OK. This is a repeat of Berne's Games with added emphasis on the states of the relationships explored.

Throughout the literature, Transactional Analysis has evolved from basic diagrammatic analysis of transactions into exploration of total life scripts. Berne's basic therapy dealt with social interactions in layman's terms. He believed in results as the one criterion for successful therapy.

B. THE THREE EGO STATES

When involved in social activity all people display noticeable changes in posture, viewpoint, vocabulary, and other behavioral aspects. The differences between these aspects are the basis for the idea of ego states.

Berne called the three ego states Parent, Adult, and Child (P-A-C). For convenience in this paper, when Parent, Adult, and Child are capitalized it will refer to ego states. Thus, if an organizational member is said to be Parent, it will mean he is acting in the Parent ego state.

Everyone starts out as a child who responds to its environment. This response consists of thoughts and feelings which form attitudes that can be activated in later years. The storing of the attitudes provide a ready made, non-logical response pattern. Everyone has a little child in him. This Child ego state responds to psychological strokes or pats. Strokes of early childhood were the verbal and physical soothings by those around the individual: the smile, the affectionate tone of voice, or the friendly gesture. Stroking in the adult world is any act, verbal or non-verbal, that brings out the same feelings of "I'm OK" that were felt as

a child. It is an effective technique to bring out the Child in an individual.

The second ego state is that of the Parent. In the early years, an individual is exposed to many parental do's and don'ts. These do's and don'ts are catalogued for future non-logical response. The individual actually becomes one of the parents of his earlier life. Or, he may alter his behavior to adapt to what he imagines one of his parents would have desired. Such automatic response conserves time in many instances. However, it can have negative aspects when it blocks out the facts of the real, observed situation.

The logical, autonomous Adult is the last of the three ego states. Real analysis of the surrounding environment, with objective data processing characterizes the Adult ego state. It can be said that any objective posture without the archaic biases of the Parent or emotional responses of the Child is the posture of the Adult.

C. SUMMARY OF CLUES TO THE EGO STATES

An adult person can determine the state he is acting in by both verbal and physical clues. More data can be determined on the state of others as one becomes more skillful in observing tone of voice, body gestures, and facial expressions. A total history of those involved in a particular situation is not required. The current acting state is what is essential to Transactional Analysis.

A definitive set of clues which can be used to determine the state in which an individual is functioning is given by Harris in Ref. 5, pp. 91-93. These clues are not comprehensive, but provide guidelines for an examination of one's own anecdotes for additional clues. The following list should be supplemented by one's own experience.

1. Parent Clues - Physical

- a. Furrowed Brow
- b. Pursued Lips
- c. The "Horrified Look"
- d. Foot Tapping
- e. Hands on Hips
- f. Wringing of Hands
- g. Tongue Clucking
- h. Patting on Head

2. Parent Clues - Verbal

- a. I'm going to put a stop to this once and for all;
- b. I can't for the life of me . . . ;
- c. Now, always remember . . . ; ("always" and "never" are almost always Parent words, which reveal the limitations of archaic systems closed to new data)
- d. How many times have I told you?

3. Adult Clues - Physical

- a. Continual Movement of Face
- b. Continual Movement of Eyes
- c. Continual Movement of the Body

d. Regular Eye Blinks

Non-movement signifies non-listening, says Ernst, the Adult face is straight forward. If the head is tilted, the person is listening with an angle in mind.

4. Adult Clues - Verbal

- a. Why, What, Where, When, Who?
- b. How much?
- c. In what way?
- d. Probable-Possible
- e. Unknown
- f. I think-It is my opinion
- g. Objective

5. Child Clues - Physical

- a. Tears
- b. Pouting
- c. Temper
- d. High pitched, whining voice
- e. Shrugging shoulders
- f. Hand raising for permission to speak

6. Child Clues - Verbal

- a. Baby talk
- b. I wish, I want, I gonna
- c. I guess
- d. Bigger, Biggest, Best
- e. When I grow up

Many superlatives originate in the Child as playing pieces in the "Mine is better" game. In the same spirit as "Look Ma, no hands." They are stated to impress the Parent.

D. TRANSACTIONS

1. Basic Diagram

The three ego states can be represented in a structural diagram (Figure 1). This simplified form can represent either the individual or a role in an organization.

2. Complementary Transactions

Given clues may be used to determine one's own acting state or to observe another and determine his state. The exchange of clues in social intercourse is in the basic unit or the transaction. This can occur in a single stimulus and response pair or in an ongoing series of transactions. The first type of exchange is called the Complementary Transaction. The vectors in Figure 2A represent the stimulus (S) and response (R). They can be between equal levels as in Figure 2A or unequal 2B. In either case, the vectors are parallel. The complementary equal level transaction can take many forms.

(Parent-Parent) often can be observed in critical gossip without benefit of real-time external data.

Parent 1: "They are all on welfare now."

Parent 2: "Well, that's where all our taxes go."

Such an interchange can continue to discuss the woes in abstract as long as both parties desire.

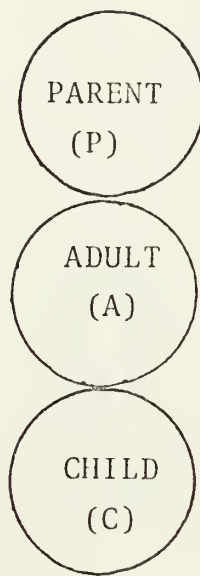
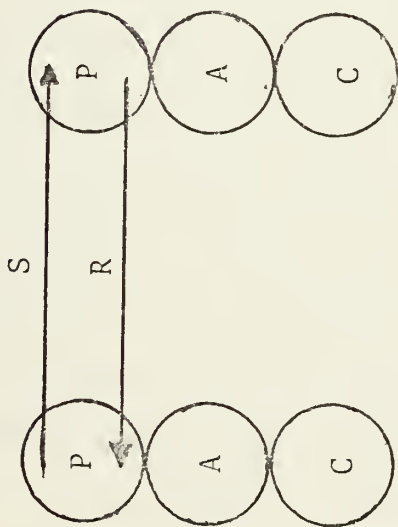


Figure 1
Structural Diagram



S = Stimulus
R = Response

Figure 2A
Complementary Equal
Level Transaction

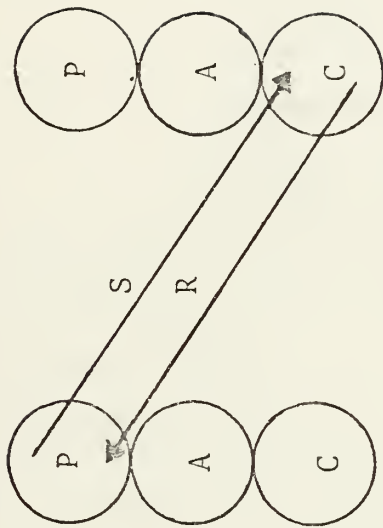


Figure 2B
Complementary Unequal
Level Transaction

(Adult-Adult) can usually be seen in an open exchange of data, in an acknowledgement of opinion vice fact, or in problem solving.

Adult 1: "In my opinion, welfare outlays have become excessive."

Adult 2: "Where could we obtain an actual breakdown of taxes going for welfare?"

While such an exchange probably could not solve welfare's problems, it could lead to the validating or disproving of the opinion offered.

(Child-Child) is often reserved for play, but it can show the forming of the parent.

Child 1: "I wanna go on welfare when I grow up, because Mommy says we deserve it."

Child 2: "I dunno if that's OK."

The second set of complementary transaction is between unequal levels as in Figure 2B. Once again the vectors are parallel. Many combinations are possible, but (Parent-Child) has been chosen for illustration.

(Parent-Child) is the ego state transaction that is characterized by a limiting or judgemental stimulus followed by an automatic response based on nonlogical feelings. In the first illustration, the Parent-Child pair are in the adult-child age group. The same stimulus response pattern is shown in the second illustration, but we can see the participants are adult-adult acting in a Parent-Child transaction.

Parent: "You can't play after 3:00."

Child: "Why not? All the other kids do."

or

Mr. J. in his Parent: "You can't have season tickets."

Mrs. J. in her Child: "Why not? All the club members do."

and in the organizational context:

The Establishment (as Parent): "This agency cannot go along with the proposed pay increase."

The Workers (as Child): "Why not? The postal clerks received one."

In each case of complementary transactions, a particular stimulus elicits an expected response. Harris reiterates Berne in stating the first communications rule of Transactional Analysis.

"Rule 1. When stimulus and response on the P-A-C transactional diagram make parallel lines, the transaction is complementary and can go on indefinitely." [Ref. 5, p. 70]

3. Crossed Transactions

One of the most troublesome transactions is the crossed transaction. Figure 3 shows two types of crossed transactions. In both cases, the stimulus starts on an adult-adult level, but the response is unexpected and results in a crossed transaction. The response can go two ways. Either the child comes forth or the parent "throws down" on the originator of the stimulus.

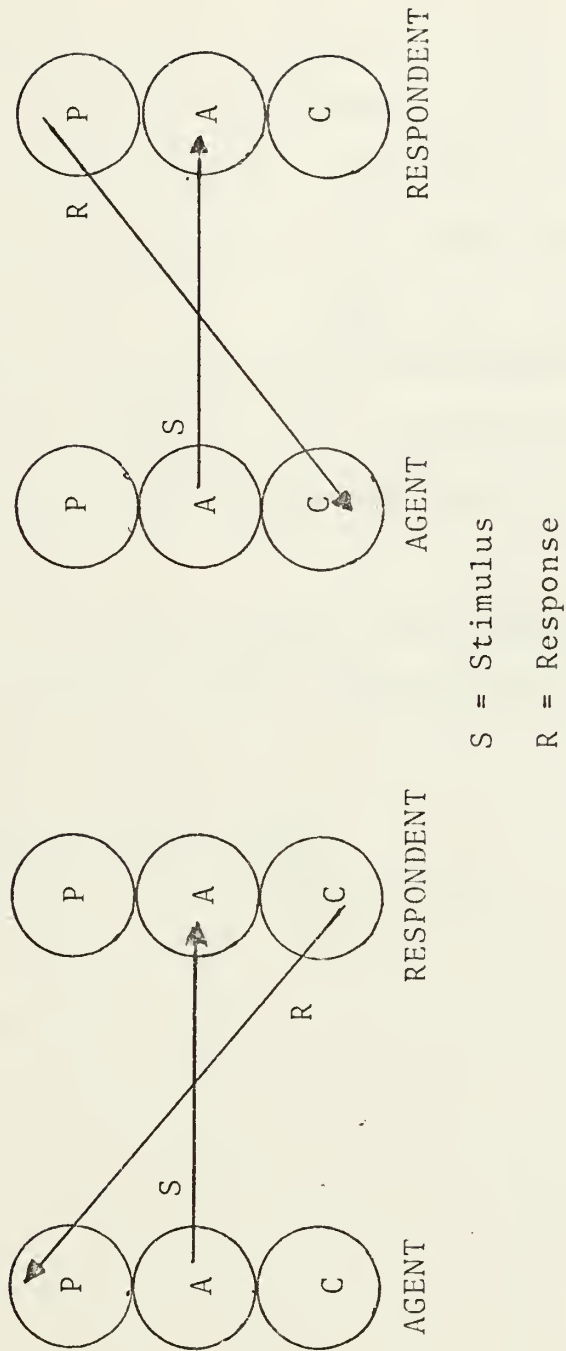


Figure 3A
Crossed Transaction

Figure 3B
Crossed Transaction

Agent (Adult): "Will your report be in on time?"

Respondent (Parent): "You're always worried over
details."

In either case, a simple adult-adult would have kept communication open and an exchange of data could have occurred.

(Adult-Adult) Agent: "Will your report be in on time?"

Respondent (Adult): "I'm half-through, I think I'll
make it." (Complementary/Parallel)

In both of the crossed Transactions further communication requires a complete shift of one of the parties. This introduces Berne's second communication rule of Transactional Analysis.

"Rule 2. When stimulus and response cross on the P-A-C transactional diagram, communication stops." [Ref. 5, p. 81]

4. Ulterior Transactions

The final and most subtle group of transactions are the ulterior transactions. This is a key to both Harris' positions and Berne's games. These transactions are duplex or angular as illustrated in Figure 4A and 4B. Both are characterized by an apparent social stimulus/response pair and a second level or psychological stimulus/response pair.

The process begins with a stimulus containing secondary, conflicting clues. The angular example given by Berne in Ref. 6, p. 33 is:

Salesman: "This one is better, but you can't afford it."

Housewife: "That's the one I'll take."

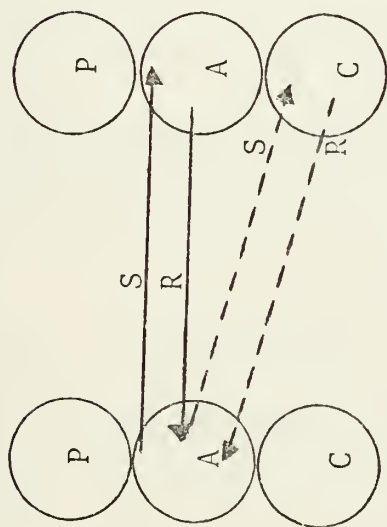


Figure 4A
Angular Ulterior
Transaction

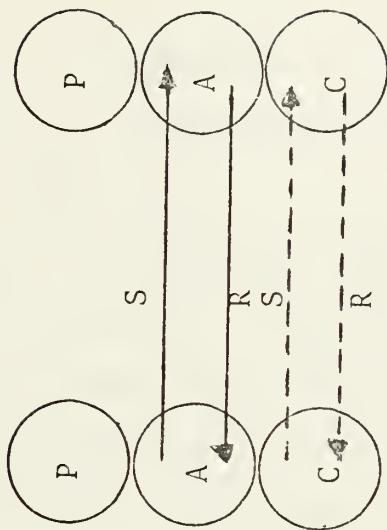


Figure 4B
Duplex Ulterior
Transaction

S = Stimulus

R = Response

Social ———

Ulterior - - - - -

Figure 4A diagrams this transaction. The salesman, in the Adult ego state, offers two comments; which could have been interpreted by the housewife and replied to in the Adult. "That's correct." However, the housewife's Child has responded instead. The transaction is still parallel and considered complementary, since the salesman accepts her reply as an Adult statement.

The transaction in Figure 4B differs from the ulterior ulterior transaction in that the apparent social level of the stimulus was never meant to be ambiguous. The ulterior motive was child to begin with and expected a child response, only the social setting and verbal clues appeared in the adult.

Contractor A: "We have built 17 of Y type systems
in the past."

Contractor B: "Our gross on our last Y type system
was over three million."

The words are in the Adult but the ulterior child-child transaction is another game of "mine is better than yours."

E. THE FOUR LIFE POSITIONS

In both Transactional Analysis in Psychotherapy and Games People Play, Berne delves extensively into the psychological causes for the ego states and the mode of transaction chosen, either complementary and closed, or crossed and incomplete. Harris has summarized these various combinations of transactions into four basic positions. [Ref. 5, pp. 67-77]

1. I'm not OK - You're OK
2. I'm not OK - You're not OK
3. I'm OK - You're not OK
4. I'm OK - You're OK

Each of these positions is explained as follows:

I'm Not OK - You're OK. Harris calls this "the universal position of early childhood." Stroking as defined in the section on "The Three Ego States" is desired because of a basic self-image of Not-OK, and must come from an OK source. The position's acknowledgement of an OK element leads to reinforcement of the I'm not OK, or emulation of the OK.

I'm Not OK - You're Not OK. In this position, there is no incentive for growth, since the existence of an OK element is denied. Once assumed, the position blocks out any stroking whether it exists or not. This is the give up stance.

I'm OK - You're Not OK. Self-stroking can produce an inward I'm OK. If this is accompanied by a conviction the outside world cannot stroke, objective inward analysis is impossible. All outcomes of events become "their fault." Any action is justifiable, since I'm OK, but the world is wrong.

I'm OK - You're OK. This position differs from the first three above in that it is based on conscious decision. The first three are based on the subconscious and block out all or part of the Adult observations of the real world, or more precisely, block out adult analysis of observations.

I'm OK - You're OK recognizes the Parent and the child, yet allows modifying data to be interpreted by the adult.

In the Transactional Analysis therapy work of both Berne and Harris, the object was to bring the patient to the I'm OK - You're OK position so that he could operate with an Adult-Adult transaction or be aware when the transaction was outside the Adult.

III. REVIEW OF GAMES

A. DEFINITION OF A GAME

Berne begins his chapter on games, Ref. 6, p. 98, with a basic definition:

A game is an ongoing series of complementary ulterior transactions progressing to a well defined, predictable outcome. Descriptively it is a recurring set of transactions, often repetitious, superficially plausible, with a concealed motivation; or, more colloquially, a series of moves with a snare, or "gimmick." Games are clearly differentiated from procedures, rituals, and pastimes by two chief characteristics: (1) their ulterior quality and (2) the payoff. . . . Every game on the other hand, is basically dishonest, and the outcome has a dramatic, as distinct from merely exciting, quality.

B. GAME ASPECTS

Berne isolates certain aspects as essential to analyzing games. He classifies these aspects as: Thesis, Antithesis, Aim, Roles, Dynamics, Examples, Transactional Paradigm, Moves, and Advantages. They are described as follows:

Thesis. The general scenario of the game including the sequence of events (the social level) and information about the psychological significance (the psychological level or ulterior level).

Antithesis. To validate a tentative game sequence the thesis must be tested. This is done in two ways. One of the roles may refuse to participate, or the payoff may be denied in the end. If the sequence is a valid game, the

central role, or "it," will be frustrated and bewildered by the antithesis.

Aim. The aim is the general purpose of the game for the central role figure. Vindication, reassurance, security needs, justification, and absolution are all considered aims of various games. This is the "payoff."

Roles. Games can be two-handed, three-handed or more. The roles assigned in the games may or may not correspond to the ego state of each player.

Dynamics and Examples. In the psychological therapeutic use of game analysis, a single psychodynamic concept is useful and childhood examples often aid in making a formal description.

Transactional Paradigm. The diagrams of Transactional Analysis are used to outline the moves of the game. These are as presented in the Transactional Analysis review or some combination thereof.

Moves. The formal name of each stimulus/response pair constitutes a move. As players gain experience in a particular game, wasteful moves are eliminated. There is a minimum number of moves essential to the framework of a given game.

Advantages. In addition to the basic aim or goal, there are many side advantages to the game. These usually are of a stabilizing nature to the participants. The game satisfies needs of all the participants as well as whoever is "it."

C. DEGREE OF GAMES

The preceding elements form the basic game. The game can take on various degrees. In the first degree the game is socially acceptable to those who are involved or observe the game. In the second degree, the players would rather keep it concealed. No permanent damage results, but it is harsh at the time. The third degree is most severe and can result in lawsuits, social disgrace, or death.

D. ILLUSTRATION OF A GAME

The combination of a definition, elements, and degrees of games can be drawn together by a full game illustration and analysis. The game selected has been used by both Berne and Harris. Berne credits "Why Don't You - Yes But" (YDYB) as the original stimulus for the concept of games.

The players are an agent and friend. Any number can play YDYB, although this illustration has been limited to two. Berne's example, Ref. 6, pp. 116-122 follows:

Agent: "My husband always insists on doing our own repairs, and he never builds anything right."

Friend: "Why doesn't he take a course in carpentry?"

Agent: "Yes, but he doesn't have time."

Friend: "Why don't you buy him some good tools?"

Agent: "Yes, but he doesn't know how to use them."

Friend: "Why don't you have your building done by a carpenter?"

Agent: "Yes, but that would cost too much."

Friend: "Why don't you accept what he does the way he does it?"

Agent: "Yes, but the whole thing might fall down."

The play of the game is for the agent to present a problem and the friend to offer a solution. The solution is then rejected, and followed by another solution. The solution is then rejected, and followed by another solution. On the surface, this appears as a complementary adult-adult sequence of transactions. This is represented in Figure 5 by the solid vectors. The ulterior transaction, represented by the dashed vectors, shows the friend shifting to the Parent and the agent shifting to the Child. The Child is presenting itself as inadequate to cope with the situation, "I'm not OK," and the Parent is anxious to reassure the helpless one.

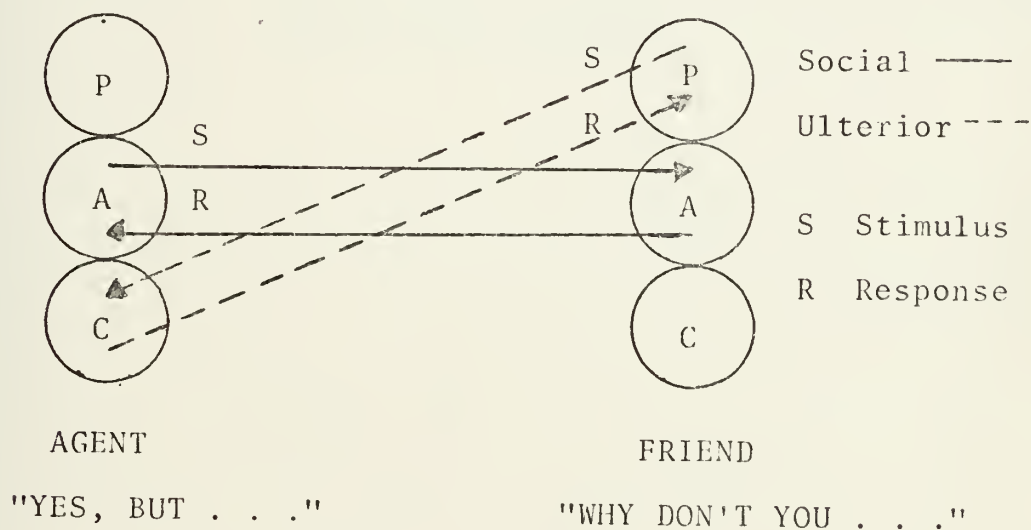


Figure 5

Why Don't You - Yes But

E. A FORMAL ANALYSIS

Thesis: Present a solution I can't find fault with

Aim: Reassurance

Roles: Helpless person, sage advisor

Dynamics: Surrender conflict

Examples: Omitted

Social Paradigm: Adult-Adult

Psychological Paradigm: Parent-Child

Moves: (1) Problem-Solution. (2) Objection-Solution.
(3) Objection-Disconcertion.

Advantages: Reassurance of role-participation without
true responsibility.

IV. APPLYING TRANSACTIONAL ANALYSIS TO ROLES IN THE ACQUISITION ORGANIZATION

A. DEVELOPING ORGANIZATIONAL CLUES

To apply Transactional Analysis and Game Analysis, the basic elements must be shifted from personal, psychological language to the impersonal, organizational language in order to describe the roles and interactions.

In an earlier section, "Review of Transactional Analysis," a set of clues were given for the identification of ego states. S. I. Hayakawa's "abstraction ladder" illustrates shifts of given clues to organizational clues.

Hayakawa illustrates the abstraction process in Ref. 7, p. 112.

When we say then, that "Bessie is a cow," we are only noting the process - Bessie's resemblances to other "cows," and ignoring differences. What is more, we are leaping a huge chasm: from the dynamic process - Bessie, a whirl of electro-chemiconeural eventfulness to a relatively static "idea," "concept," or word "cow." . . . the "object" we see is an abstraction of the lowest level; but it is still an abstraction, since it leaves out characteristics of the process that is the real Bessie. The word "Bessie" (cow₁) is the lowest verbal level of abstraction, leaving out further characteristics--the differences between Bessie yesterday and Bessie today, between Bessie today and Bessie tomorrow--and selecting only the similarities. The word "cow" selects only the similarities between Bessie (cow₁); Daisy (cow₂), Rosie (cow₃), and so on and therefore leaves out still more about Bessie. The word "livestock" selects or abstracts only the features that Bessie has in common with pigs, chickens, goats, and sheep.

This abstraction process can go either up or down the ladder. In the illustration we could go up from Bessie to cow and back down from cow to Daisy.

Returning to the Parent-Adult-Child clues, each group can be taken in turn up from psychological clues to an abstraction, then brought back down to a set of organizational clues.

The Parent clues of furrowed brow, hands on hips, the pointing index finger, tongue clucking, etc., belong to a set of physically observable actions which are judgemental. Looking at the organization, a similar set of actions can be found. Memorandums, letters, or actions which express deductions, decisions, determinations, or valuations based "not on Adult evaluation, but on automatic, 'archaic responses' would give the clue that an organizational element is acting in the Parent."

A further elaboration of this would include a position of superiority that would allow a role to proclaim in Parental terms. This could be the position of a role in military, civil service, or corporate organizations. If then a posture of a role is superior, based only on the organizational structure, it often can be considered Parental.

The verbal Parent clues are a set of words that are both judgemental and limiting. A set of similar words can be seen in the language of directives and instructions. Directives and instructions may be used in an adult manner when considered in conjunction with real-time data. When a

particular situation dictates individual interpretation of an instruction, the Adult should be free to add up the facts and make a judgement. However, if they are used in a transaction without benefit of the facts of the current situation, their use is a clue to the Parent in command.

The analog to the psychological ego-state may be the organizational posture. The first set of clues, then, for the organizational posture can be summarized as follows:

Parental-Clues: actions which are judgemental based on automatic response, postures taken by virtue of organizational rank structure alone, and reliance on directives and instruction without regard to current situation all belong to the set of Parent-Clues.

The clues to involvement of the child organizational posture in any transaction are similar to those of the child ego state. They stem from the "not-OK" posture. Overt, out of contexts physical actions often surface at the conference table. The same temper tantrum, high pitched whining voice, and rolling eyes that signalled to Berne that the child was in control, can also reveal the organizational Child posture.

Another child clue is a corollary to the use of organizational rank in the Parent clues. The undue deference to rank to the point of interfering with the smooth flow of needed data may be an indication that the "not-OK" Child posture has been adopted. "I couldn't tell that to the

vice-president." Even though "that" may be a needed set of data, illustrates this clue.

A second child clue can be adopted from the Parent clues. The child posture may rely blindly on the directive or instruction to reinforce the "I can't, I'm not-OK" stance. This would be a subtle extension of the similar Parent clue.

At times, but not always, the unsubstantiated superlatives bigger-biggest, or better-best are clues to the organizational child posture. An informal selection of alternatives is a fruitful setting to observe this usage. When any party continually over-sells a best solution because it is bigger with no Adult consideration of why bigger is best, the Child may only be looking for reassurance in the "Mine is better" game. This can be a short verbal interchange or a formal written dialogue with many letters and memorandums, but few facts.

The autonomous Adult clues in the organization are quite similar to those given in the Transactional Analysis element review. Essentially, any actions, verbal or physical, which indicate consideration of the real-time situation without Parental bias or Child reaction can be considered Adult clues. The basic vocabulary, as stated before, consists of why, what, where, when, who and how.

In the written material of the organization, these same words apply. Indication of adult data processing will show alternatives fairly, and deny reflex reaction based on inflexible rules.

B. CASE ANALYSIS

With a set of Organizational Posture clues, certain basic transactions can be analyzed within the Acquisition Organization. We can return to the Program office for the first case. The relationship of the Program office to the technical supporting elements can be complicated by several programs competing for the limited resources of the same functional organization. The functional elements are also supporting the normal activities of their parent organizations, on the day-to-day, non-program activities. When personnel are not available to support all of the demands, the Program Manager finds less responsiveness than he desires from the organization's functional elements. Occupants of the roles of the functional elements find that there are several games which can be played to ease their position. Temptation is strong to use such ploys as the following one described in "The Case of Harried Functional Element."

1. The Harried Functional Elements

Thesis. The functional element serves several masters. It must function in an area of expertise for several different programs. At the same time, it must fill a role within its own functional group. If it can set its own pace and priorities within the framework of its organization, it may continue to do its job and enjoy the flail set up by unsatisfied customers or masters. However, if conflict or criticism drives it to its "Parent" and it cannot find outside satisfaction, it may lapse into a game of "Harried." Its parent

follows the rules to the letter, including the unwritten work ethic. It will fill its "in basket" to the brim, then collapse under the load, and spend the afternoon in one continuous coffee break. It may choose to escalate the game by taking an abnormal amount of sick leave, or by work slow downs.

Antithesis. The clues to the game can be seen in memos returned with "not-in-accordance with directive XXXX," or in verbal allusions to the relationship of the task to its already heavy assigned workload. If still at the first degree of the game, the actions are still socially acceptable. This presents a problem in the initial approach. An informal attempt to make the Adult take charge and prioritize the tasks can take the form of an offer to complete the homework in relation to the program.

One must recognize the strong Parent in this role. If the job was indeed excessive, work descriptions and office routine would shift the load into proper perspective, or action would be taken to make the shift. It has denied the Adult and chosen the role for itself. A second approach would be an offer to bring the needed changes to the attention of the local supervisor. This may gain some recognition for the program.

2. Now I've Got You, You SOB

Another close relationship in the Acquisition Organization is between the Program Manager and the Administrative

Contract Officer in the Administrative Services (CAS) office.

In Ref. 6 this relationship is described:

The program manager of a major weapon system requires extensive knowledge of the contractor, the progress of the program, and the probable future program trends and potential problems. He also requires high-quality information on which to base significant trade-off decisions when a problem arises, and in order to perform replanning when external factors demand such actions. The CAS office is in the best position to support the needs of the program manager in these areas since it is responsible for encouraging long term optimum performance by the contractor.

The valuable flow of information from the CAS to the program manager can be severely hampered if the CAS and the contractor become involved in a game of "Now I've Got You, You SOB," (NIGYSOB). Consider the following case involving a CAS agent, a contractor and a project manager.

Thesis. The CAS has found an irregularity in the contractor's paperwork. He appears to be more interested in the fact that the contractor has sinned and must be punished than in good relationships or correcting the error. The Parent is preoccupied in driving home the fact that the contractor is at his mercy. The CAS punctuates the interchange with letters to the program manager, over-documenting his case.

Antithesis. From the outside, this is a hard game to break up. If the program manager has sufficient authority or finesse he can realign the CAS's position and get on with business. If not, he may have to just ride it out, and soothe the contractor to maintain calm relationships. Above all, he must not become engaged in the variant game of "Ain't It Awful" (AIA) with the CAS.

At the beginning of this game, a two handed game developed between the CAS agent and the contractor. The program manager represented a third party in his indirect involvement. The program manager stands the chance of receiving the most damage in this game. If he can maintain an Adult-Adult relationship with the other two parties, he may bring them into a three way Adult transaction and eliminate the game. The following analysis describes the CAS-contractor game.

Thesis: (CAS-Contractor) Now I've got you, you SOB.

Aim: Vindication.

Roles: Proper CAS, errant contractor.

Examples: I caught you this time.

Social Paradigm: Adult-Adult

Adult: "See, you have done wrong."

Adult: "Now that you draw it to my attention,
I guess I have. What can we do about it?"

Ulterior Paradigm: Parent-Child

Parent: "I've been watching you, hoping you'd
make a mistake."

Child: "You caught me this time."

Parent: "Yes, and I'm going to let you feel the
full force of my fury."

Moves: (1) Provocation-Accusation. (2) Defense-
Accusation. (3) Defense-Punishment.

Advantages: Reinforcement of CAS status-avoids con-
frontation with own deficiencies.

Vindicates slights by contractor, real or imagined-CAS may feel, "Look what I can do to the big contractor."

The wrong steps by the program manager can force the variant game which follows.

3. Ain't It Awful

The variant of NIGYSOB, Ain't It Awful (AIA) can run concurrently in the form of the reports to the program manager. In AIA, the CAS and the program manager can carry on the one game while the CAS and the contractor continue the other. If the program manager reinforces the CAS with participation in AIA, he can find himself well on the way to claims court as a result of the overlooked game of NIGYSOB.

The thesis of AIA is as simple as its colloquial name. The roles of NIGYSOB need only the addition of a confidant, in the form of the program manager, to develop the second game. The advantages of AIA to the CAS are in the reinforcement of his views of the contractor. If the program manager is brought into the game, he gains an advantage of a deceptive feeling of communication with the CAS.

The antithesis is to not respond to the initial stimulus. A phone call from the CAS stating an "Ain't it awful" situation can be acknowledged with a simple "Thank you, keep me posted," rather than, "I know it's awful, I had the same situation in Paducah." The latter is the desired response by the CAS, and the first move of the game.

In this situation it can be seen that two separate two-handed games are in reality only two phases of a three-handed situation. Restoration to an Adult-Adult-Adult situation can be initiated by any of the three parties.

4. Gee, You're Wonderful, Professor

The VIP tour can become a scenario for "Gee, you're wonderful, Professor!" (GYWP). The action generally starts with a wire or letter announcing that Admiral/General or Vice President Jones will arrive at your plant on a certain date. The initial response sets up the game. To be complementary the transaction must be parallel, and the authority assumed by the first communication announcing the trip is the clue to an initial Parent stimulus. The plant acknowledges the announcement with a "We'd be delighted" response and the game is on. The next series of moves takes place as the VIP is conducted on the plant tour. As the VIP comments on various items, the tour guide will respond with GYWP or "You're uncommonly perceptive" (YUP). The YUP variant is merely a restatement of the original game thesis. The gimmick of the game is the ulterior transaction. The contractor is ostensibly conducting an informative tour, while the ulterior transaction keeps both participants out of the Adult. This results in repeated Parent-Child transactions with little information gained by either party.

Antithesis. In this game the touring VIP can merely refuse to comment, thus breaking the Parent-Child relationship. Of course, it will result in an end to two way

communication. A unique feature of GYWP, in this case, is that the contractor could have crossed the transaction with his initial response. A simple "We cannot host a tour at this time," would have eliminated the entire game.

An additional important point in GYWP is establishing whether the game is being played innocently or with a conscious aim. In the VIP tour, the canned show and tell may inadvertently produce the roles necessary to the game, or the contractor may intentionally remain in the Child role to keep from disclosing a particular problem area.

5. Look How Hard I've Tried

Berne outlines this game in Ref. 6, pp. 105-108. To adapt it to the Acquisition Organization, the roles have been changed, but the play is the same. In the common clinical form, this is a three-handed game played by a married couple with a psychiatrist. The husband is in hopes of a divorce, but protesting to the contrary. The husband participates just enough to demonstrate to the wife that he is cooperating. Then, as time passes, he becomes resentfully pseudo-compliant or belligerent. After several exchanges he refuses to participate and feels he is blameless. He is in a good position to say to a judge or a friend, "Look how hard I've tried."

In the case of the Acquisition Organizations, the roles of husband and wife can be played by the Contractor and the Administrative Contract Officer with the Program Manager filling in for the psychiatrist. The transactions are the

same as in the domestic game. The Contractor comes to the Administrative Contract Officer with a change order, a request for more funds, or a request for more time. The Administrative Control Officer brings the Contractor's plight to the Program Manager's attention and the request is granted. The cycle repeats itself as the contract continues to slip in both schedule and performance. The situation becomes worse and the Administrative Contract Officer exercises stronger sanctions to force the Contractor to complete the contract. Still, the Contractor's performance deteriorates. The Contractor appears to have adopted every suggestion the government has offered. He has extended himself to the best of his abilities. One can be assured that the request for termination at the government's convenience or the claims to follow will be accompanied with a strong statement of "Look how hard I've tried."

Analysis

Thesis: They can't push me around.

Aim: Vindication.

Roles: Standfast (Contractor), Persecutor (Administrative Contract Officer), and Authority (Program Manager).

Examples: (1) Child dressing. (2) Spouse, bucking for divorce. (3) Contractor trying to force a default for convenience.

Social Paradigm: Adult-Adult.

Adult: "It's time to (get dressed) (go to a psychiatrist) (complete the contract)."

Psychological Paradigm: Parent-Child

Parent: "I'm going to make you (get dressed)
(go to a psychiatrist) (complete the
contract).

Moves: (1) Suggestion-Resistance. (2) Pressure-
Compliance. (3) Approval-failure.

Advantages: (1) Internal Psychological-freedom from
guilt. (2) External Psychological-
evades responsibility. (3) Internal
Social-look how hard I've tried.

The transaction to be investigated by the Program
Manager is the ulterior motivations for the action. The
program could be in legitimate trouble: too tight of speci-
fications, excessively low bid, etc.. Or the contractor
could be forcing the issue because of other priorities or
management mistakes.

6. See What You Made Me Do

Berne describes the marital form of this game in
Ref. 6, pp. 88-91:

Thesis. White, feeling unsociable, becomes engrossed
in some activity which tends to insulate him against people.
Perhaps all he wants at the moment is to be left alone. An
intruder, such as his wife or one of his children, comes
either for stroking or to ask him something like, "Where
can I find the long-nosed pliers?" This interruption
"causes" his chisel, paintbrush, typewriter, or soldering
iron to slip, whereupon he turns on the intruder in rage
and cries, "See what you made me do." Of course it is not
the intruder but his own irritation which "causes" the
slip, and he is only too happy when it occurs, since it
gives him a lever for ejecting the visitor.

This game has been given "classic" status by defense contractors. The slip is not the slip of a tool, but a slip in schedule or a claim to be filed. The scene is similar to the martial game. The Contractor is hard at work on the program and a Navy Review team arrives. Unfortunately, there is a clause in the Armed Services Procurement Regulations that states a contractor can accept direction from any authorized government official or government official that appears to have the authority. The review team makes several suggestions as they tour the work area, "Wouldn't this outlet be better over here, could this display be larger, or maybe we need three consoles instead of two." The Contractor makes the change and soon bills the government accordingly. The bill is justified with an elaborate "Look what you made me do."

The antithesis to this game lies in the hands of the Program Manager and has three distinct steps. (1) At the outset of the contract, define the media for directing a change order. (2) Advise in writing both the Contractor and the Administrative Contract Officer of exactly who by name is authorized to direct a change. (3) Brief all review parties and visiting firemen who will be in the contractor's plant not to make suggestions outside the program office.

7. Let's Present Credentials

This game borders on being a pastime rather than a full game. Only when a payoff is recognized can it be determined to be a game. The scene for this game is often

the coffee break at a design review conference. The two parties of the game are the Navy representative (White) and the design engineer (Black) of the contracting company.

Thesis: The engineer, Black, will start the game with a comment on a past program he worked on. He then awaits White's response. White, by his answer will indicate his level of knowledge about the field to which Black is referring. Black will then pull another program out of his or his company's past and observe White's reaction. This will continue until Black is satisfied that White has sufficient technical competence to appreciate the program he is presenting.

Payoff: For Black, the payoff comes at two levels, internal-psychological and external-social. Internally, he is reinforcing his own value to his company and the field in general. On the external-social level he is maintaining his position as the "local resident expert."

Antithesis: The Navy representative, White, can save time and bring the Black into a factual and adult-adult exchange if he immediately acknowledges Black's status and expertise. Essentially, White must publicly say, "I recognize your position, Black, and I will not threaten you on technical grounds." This antithesis will prevent the games development since White has given Black his payoff without any rounds of the game.

8. Blemish

Berne sums this game up as being played, " . . . from the depressive Child position 'I'm no good,' which is

protectively transformed into the Parental position 'They are no good.' [Ref. 6, p, 113]

An adaptation of this is often found among the members of a defense contractor's sales engineering force. The position of "They are no good" is transferred from the individual of Berne's game to the collective group of another corporation. The premise varies in scope from company A's cost overrun to company Z's lack of performance. It is characterized by the area of concern usually being far afield from the current program problems. For instance, the program you are involved with is in electronics, the sales engineer will offer a lengthy tale of company A's problems in an air frame contract. This play can continue as long as the Sales Engineer's Parent is allowed to dominate.

The payoff is in the Sales Engineer's external-psychological advantage of avoiding the intimacy which might-expose his own company's blemishes.

9. Why Don't You - Yes But

Thesis: The players in this adaptation are the Program Manager (PM) as advisor, and the Administrative Contract Officer (ACO) as helpless person. The following illustration will show the play:

ACO: "The contractor is two months behind and slipping more each week.

PM: "Have you threatened to withhold progress payments?"

ACO: "Yes, but the Contractor's cash flow would make a worse situation."

PM: "Have you thought of sending in a review team?"

ACO: "Yes, but that would be undue interference by the government."

PM: "Have you requested three shifts instead of two?"

ACO: "Yes, but the Contractor claims this would increase overhead by 30 percent."

PM: "Can't you accept the slippage and plan around it?"

ACO: "Yes, but the contract may never be completed."

Since solutions are all rejected, there must be an ulterior purpose other than an Adult seeking information. The Administrative Contract Officer has presented himself as a child inadequate to meet the situation. The payoff is his reassurance by an advisor of the hopelessness of the situation.

Antithesis: When the Administrative Control Officer opened with the form: "What do you do if . . ." a response must be given to cross the transaction and get out of the Child-Parent dialogue. A possible response could have been, "Slippage is a difficult problem. What are you going to do about it?" In any response the Program Manager must avoid any form of "I'm only trying to help you." This response assumes the Parent role and allows the other party to continue the game in the Child.

Analysis

Thesis: See if you can present a solution I can't find fault with.

Aim: Reassurance.

Roles: Helpless person (Administrative Contract Officer), Advisor (Program Manager).

Social Paradigm: Adult-Adult .

Adult: "What do you do if . . ."

Adult: "Why don't you . . ."

Adult: "Yes, but . . ."

Psychological Paradigm: Parent-Child

Parent: "I can make you grateful for my help."

Child: "Go ahead and try."

Moves: (1) Problem-Solution. (2) Objection-Solution.
(3) Objection-Disconcertion.

Advantages: (1) Internal Psychological-reassurance.
(2) External Psychological-avoids
surrender.
(3) External Social-child role.

V. GUIDELINES FOR USING TRANSACTIONAL ANALYSIS

IN THE ORGANIZATION

A. RECOGNIZING THE GAME

To this point, the review cases should have provided a basic vocabulary and concept of Transactional Analysis. The sequence for applying these tools can vary with the individual. A three step approach is suggested in this set of guidelines.

First and perhaps foremost is recognizing that a game is in progress. More precisely, this is recognizing that the participants in any transaction are not in the Adult. A definite problem is recognizing the historical state of a transaction. Upon first entry into an office, an ongoing transaction is observed. Are the participants in the first round or have there been many moves? What clues are apparent?

Taking the apparent clues into consideration, the ego states of the participants can be determined. Do not forget the physical clues. Body Language, by Julius Fast will give insight into the physical aspects of communications at a layman's level. Make a written list of observed clues. No set of Transactional clues will be completely one state or the other. Once the clues have been catalogued, the ego state of the participants may be determined.

To determine the history of the Transactions will require some research. If the Transaction is written, a review of the files at the Program Office, the Procuring Contract Office and the Administrative Contract Office is worthwhile. Has the exchange been outside of the Adult for sometime, or is it a recent shift? If the transaction is verbal, the only option is to follow it for a time and then extrapolate backwards. The intensity of the exchange may be a useful indicator of its duration.

Another device available for determining that a game is in progress is the transactional diagram. Ignore the formal organization chart and draw a diagram that represents what you are observing. This is also most useful at the conference table, especially when the conversation is dominated by two or more parties. Again, use the clues and then place the proper vectors in the diagram. The end result should look like Figure 1 on page 24 or the other figures in previous chapters.

An essential aspect of the game is always the payoff. Observations of the participants should be accompanied by the question: Is there any aim other than what is claimed by the participants?

A periodic review of either Berne's Games or Harris' I'm OK - You're OK will keep the types of games fresh in the mind. The colloquial game names need not be memorized.

B. EXPLOITING THE GAME

Upon establishing, in fact, that a game is in progress, the first determination must be the proper manner to successfully exploit it.

There are three alternatives: (1) enter the game, (2) break up the game, (3) or ignore the game. Careful examination of the transaction should precede selection of an alternative.

The decision to enter a game should not be made unless its aim has been established. The role to choose must be in line with ones own goals. Generally, entry is the least advantageous form of exploitation. Entry may be inadvertant if roles are accidentally assumed.

To break up a game, the transactions must be crossed to stop the communication. This would be exercising the second rule of Transactional Analysis as set forth by Berne. In crossing a transaction, do not overlook the use of a media other than that in which the game is conducted. For instance, a phone call can be crossed by a memo. It must be realized that communication must be reestablished in the Adult after it has been stopped in the Parent or Child with a crossed transaction given in the antithesis for "Why Don't You - Yes, But." In that game, the child's "What do I do if . . ." was crossed with an Adult, "Yes, you have a problem." "What are you going to do about it?" This stopped the ulterior Parent-Child game.

C. IGNORING THE GAME

There are several sets of circumstances in which it would be better to ignore the game than to participate or break up the game. Ignoring a game may have positive benefits for the Transactional Analysis practitioner, in that to participate or attempt to break up certain games can have negative responses.

In the case of a high level element of an organization participating in a game with another agency the game often must be ignored. This ignoring action would be the result of a judgement as to the relative effectiveness of entering or altering the game by the observer. The existence of a game may be obvious to the outside observer; however, the participants may be unaware of the game, and resent interference. Simply stated, if you cannot be effective, ignore the game.

On the subordinate side of the organization, games will also be encountered. In this case, it must be remembered that games in and of themselves are not "bad." If an ongoing game is producing the desired results for the organization, it should be ignored.

D. SURVEYING THE OUTSIDE ORGANIZATION

Information on an outside organization can come from many sources. The ^{organization} contractor can be asked for organizational charts, quarterly reports and past program structures. From these, a formal structure may be determined. The formal structures can then be screened for the physical clues, given

in Chapter IV. The same steps can be applied to government organizations by using available publications to determine structure.

Little can be learned about the formal structure in outside organizations until actual contact is made. The initial contact must be brought into perspective. Where does the interfacing agent fit into his organization? This question is important as it will serve as a reference point for any analysis. The observers judgement will determine when game analysis will be profitable.

E. SURVEYING THE HOME OFFICE

The same basic steps applied to outside organizations can be used to analyze the home office. Due to the increased opportunities for observation, an analysis in depth can be made. Using the Transactional Diagram, the interchanges may be mapped out. The home office provides grounds for more than just exploitation. When games are discovered, the participants may be brought into the Adult by proper manipulation; three devices already discussed have been the crossed transaction, the use of the game antithesis, and refusal to play. A goal of a game-free organization is within reason, depending on time and responsiveness of participants. A sound background in Transactional Analysis should be developed and passed on to fellow members of an organization to enhance communication and promote effective, game free, operations.

VI. SUMMARY

This thesis began with a history of Transactional Analysis. From the history, it progressed into areas of possible application of Transactional Analysis to the Acquisition Organization. To clarify these areas, certain relationships within the Acquisition Organization were detailed.

To establish a background for the goals of the thesis, the introduction included an overview of bureaucracy and some of the problems inherent to its structure. The problem areas of the bureaucracy were shown to have parallels within the Acquisition Organization. After this the thesis goals and purposes were presented. The first of these goals, to background Transactional Analysis and Games was met in Section II. In Section II, a basic vocabulary was presented by introducing the three Ego-States and the clues that describe them. The vocabulary was then used to explain the basic transactions and the more complex ulterior transaction. This background was summarized in a description of Dr. Harris' four life positions.

A second goal, to provide a familiarity with games and game analysis was approached in Section III. Here, games were defined and analyzed in different methods. The aspects were then used in an illustration of a game and a formal analysis. Such an illustration and analysis should serve as a model for practical application.

The main purpose of the thesis; to provide examples of Transactional Analysis in the Acquisition Organization and to suggest guidelines for individual use of these techniques was set forth in Sections IV and V. In Section IV, a translation from personal to organizational clues established a working basis for case analysis in the Acquisition Organization.

The set of analysis presented nine separate games found in the Acquisition Organization. These were offered as examples, and not as a complete thesaurus of games. From these g-ames the concept of the guidelines was developed.

The guidelines in Chapter V offered an approach for recognizing and exploiting games for the non-professional social scientist. They are not to be considered hard and fast rules. However, they should be an introduction into the field and stimulate interest toward further Transactional Analysis involvement.

The approach included two types of organizational surveys, both of which reflect Transactional Analysis basics applied to organizational structure. Such surveys were meant to provide a baseline for deeper analysis.

Transactional Analysis has been a professional psychologist tool for some time. It is hoped that its benefits may spread outside the encounter group and become a basic tool for the manager in the formal organization.

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